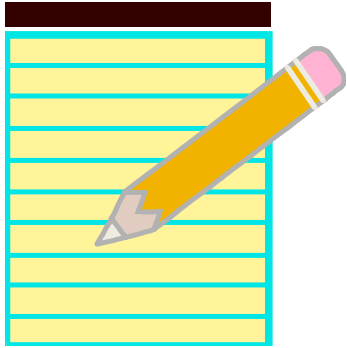


Community and Technical College Mission Study

**State Board for Community and
Technical Colleges
Higher Education Coordinating Board**

Joint Meeting

July 28, 2009



Agenda

- Community and technical college students and enrollments
- Role in bachelors degree attainment
- Mission Study Findings and Draft Recommendations

Community and Technical College Enrollment and Students

Diversity Characterizes Community and Technical College Students

State Supported, Fall 2008

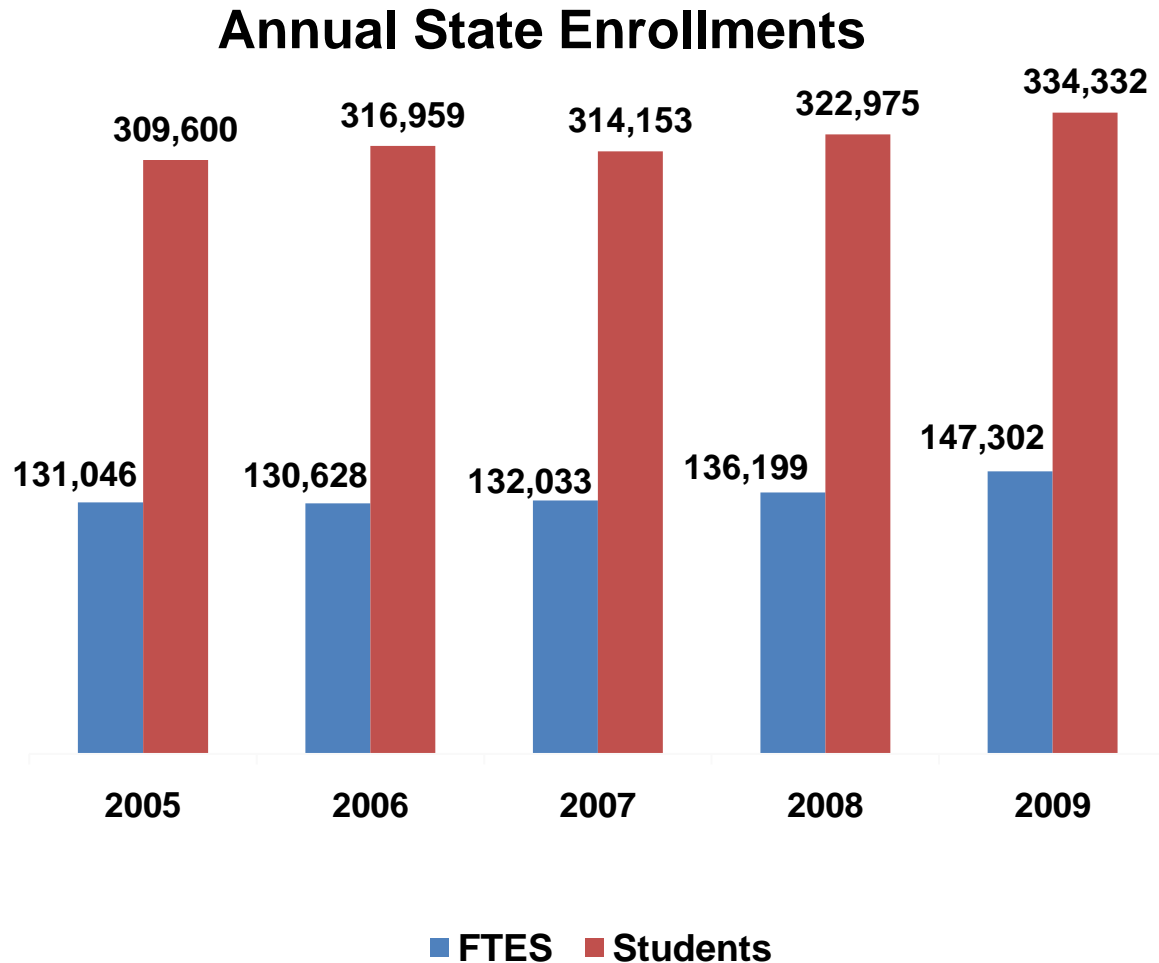
- Median age: 26
- 58% female
- 55% attending part-time (less than 12 credits)
- More race and ethnically diverse than Washington state - 35% students of color (state at 24% of color)
- 31% parents; 5% with disabilities,
- 51% working (full or part-time), 20% seeking work

2009 Enrollments Grew by 8.2% or 11,103 FTES

College system served
8,555 FTES more
than the funded
target

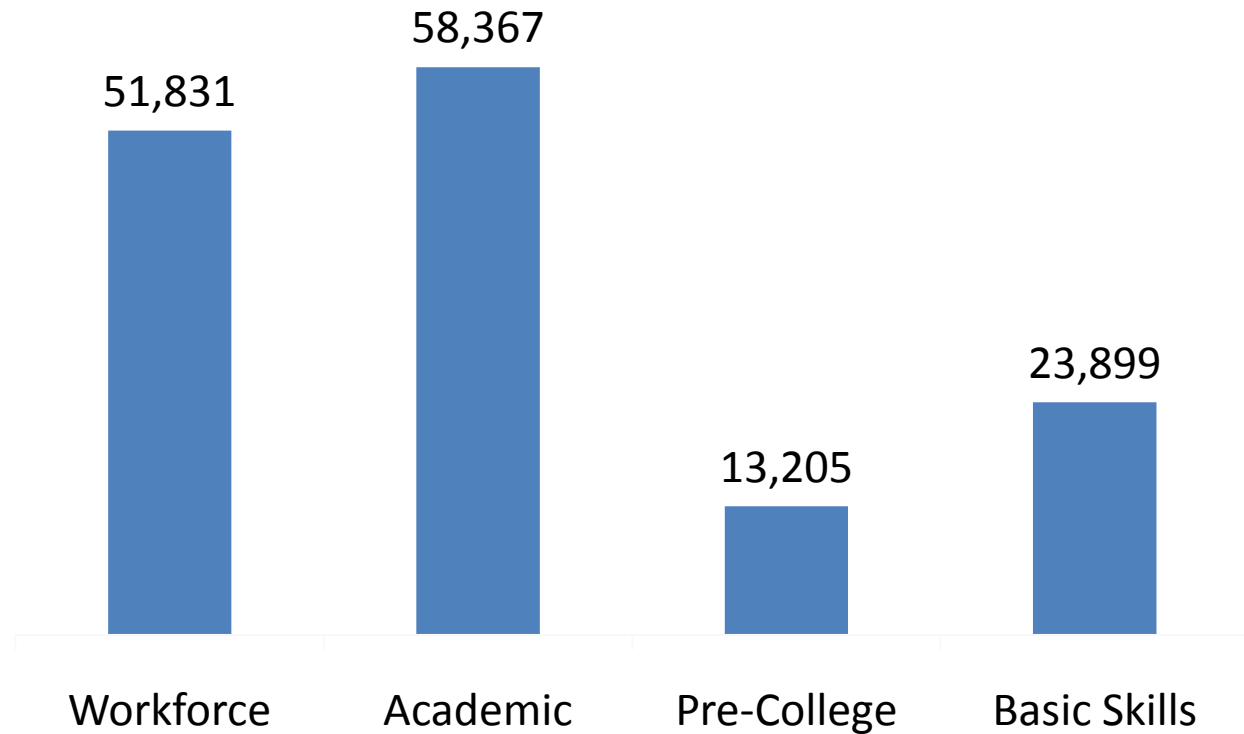
Factors:

- Largest high school graduating class in the state's history
- High unemployment, workers seeking skill upgrades



Enrollments Grew in All Mission Areas

**State Annual FTES by Course Intent
2009**



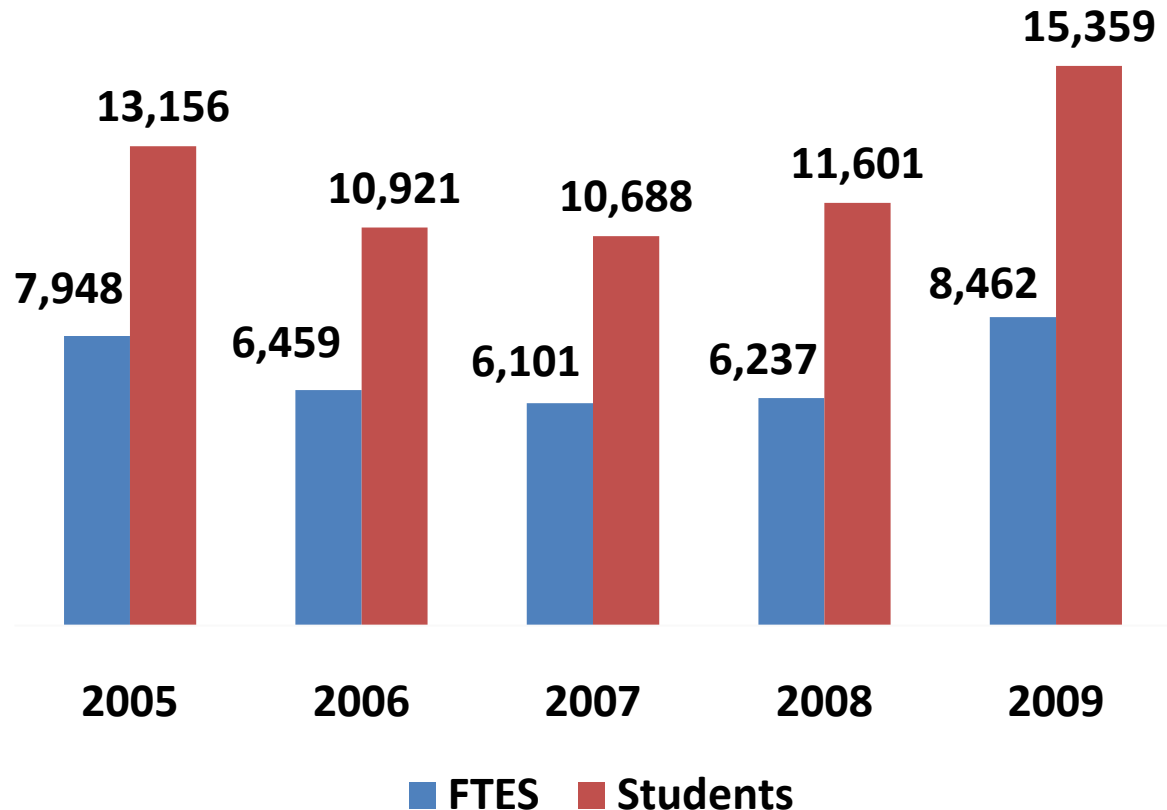
Demand remains strong for academic transfer, workforce education and basic skills programs

Workforce - 35%
Academic - 40%
Pre-college - 9%
Basic skills - 16%

Worker Retraining Rose 36% as the Economy Worsened

- Due to rising unemployment, Worker retraining increased each quarter, serving 2,262 FTES above target last year
- Demand is projected to continue surging in 2009-10

Worker Retraining Annual State Enrollments

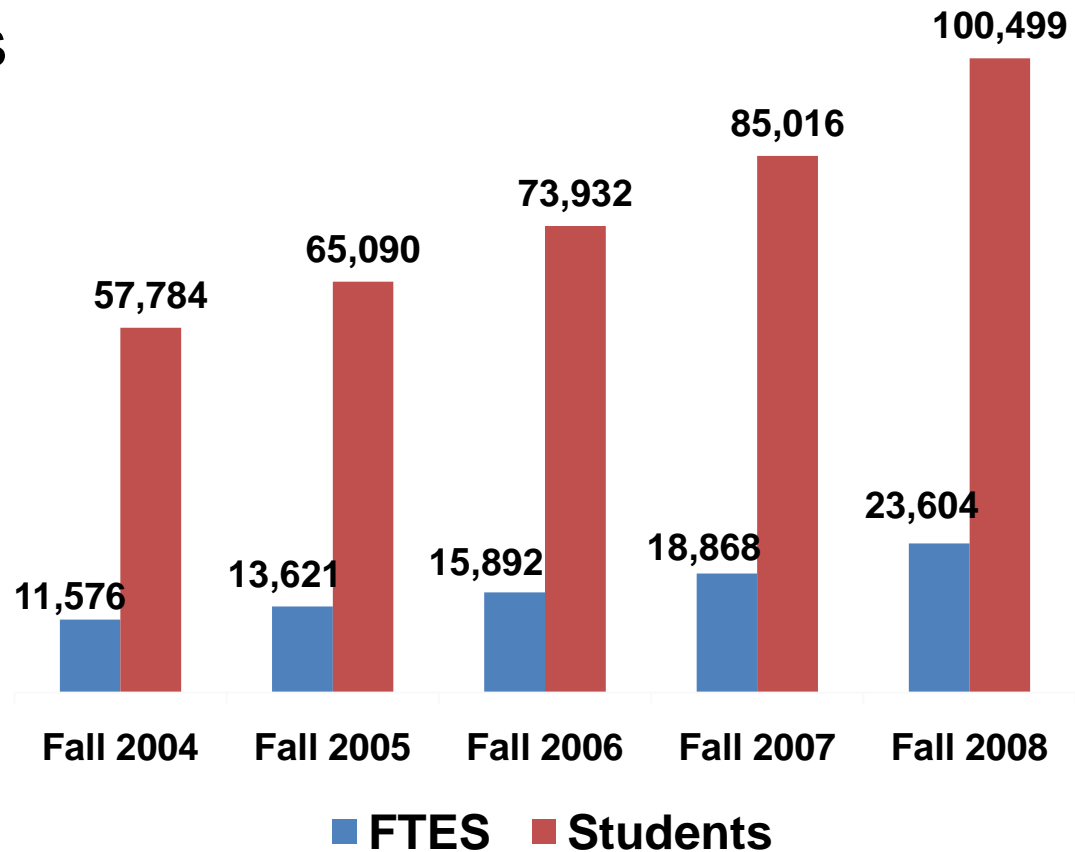


eLearning Continues Rapid Expansion

4,737 more FTES, 25% Growth

- eLearning contributed to 43% of the system's total state growth
- Online learning increased by 2,951 state FTES or 21.5 percent
- Hybrid courses combine online with some face-to-face coursework. Hybrid courses grew 45%

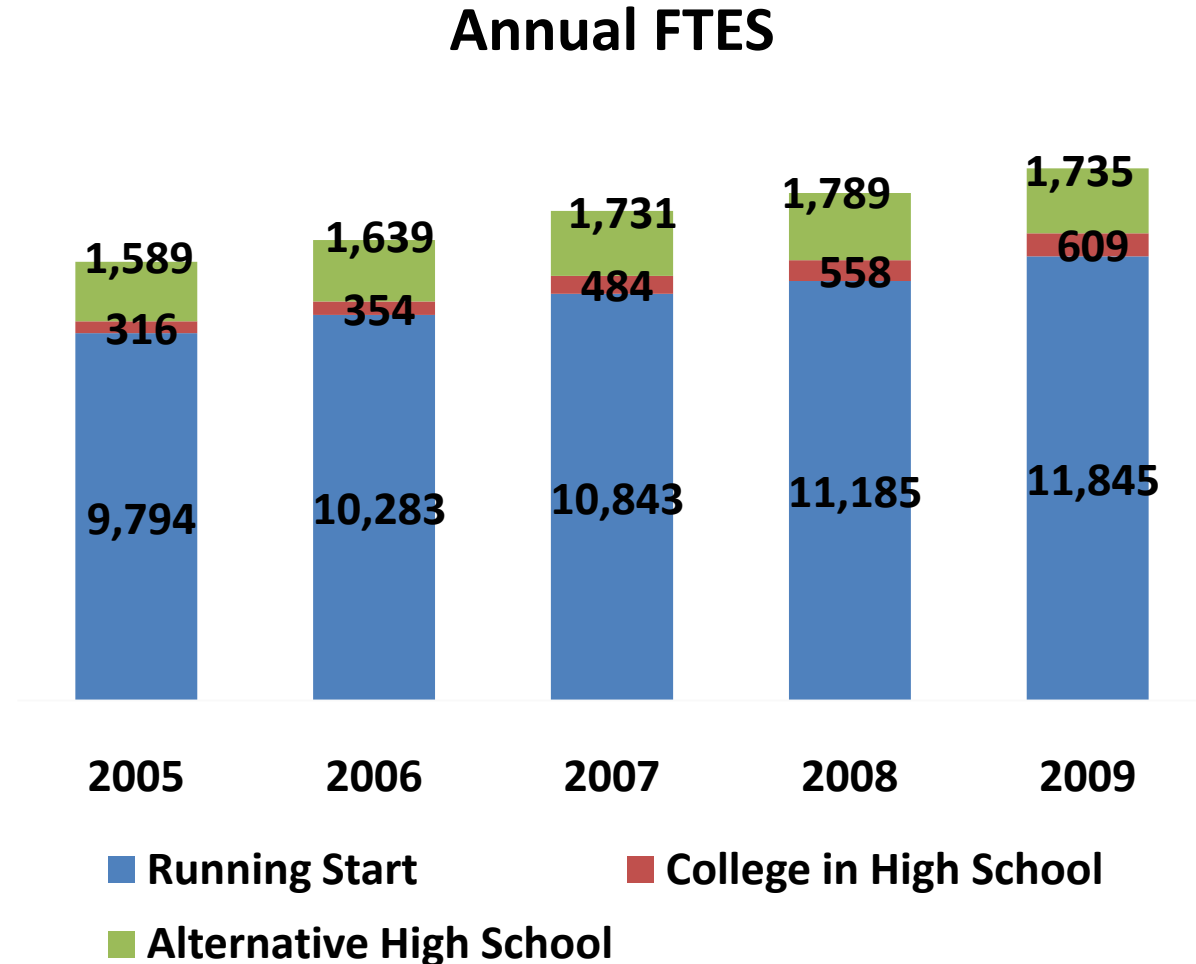
eLearning Annual State Enrollments



eLearning includes online, hybrid and other at a distance courses

Dual Credit and Alternative High School Enrollments Continue to Rise

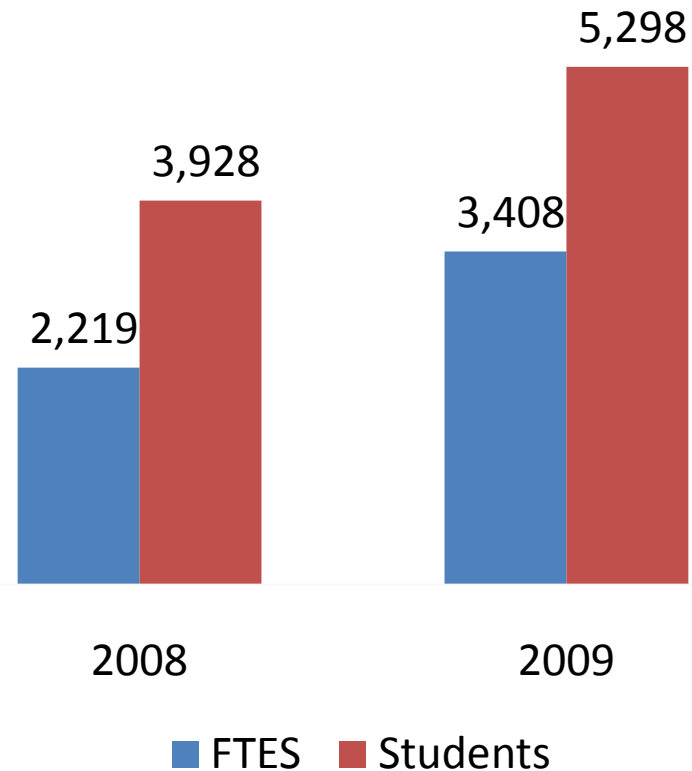
- 18,167 students enrolled in Running Start
- Eleven percent of high school juniors and seniors
- Average student earns 29 credits
- One-half attend college full-time



Opportunity Grants Served 5,300 Students, 35% Increase

- Demand far exceeds Legislative targets for 3,000 students. Opportunity Grants exhausted by Winter.
- Opportunity Grant students: 43% of color, 62% female
- Students enrolled in high demand fields like nursing, business, green jobs programs
- Retention (81%) significantly higher than Pell (73%) or low income without aid (54%)

Opportunity Grant Annual State Enrollments



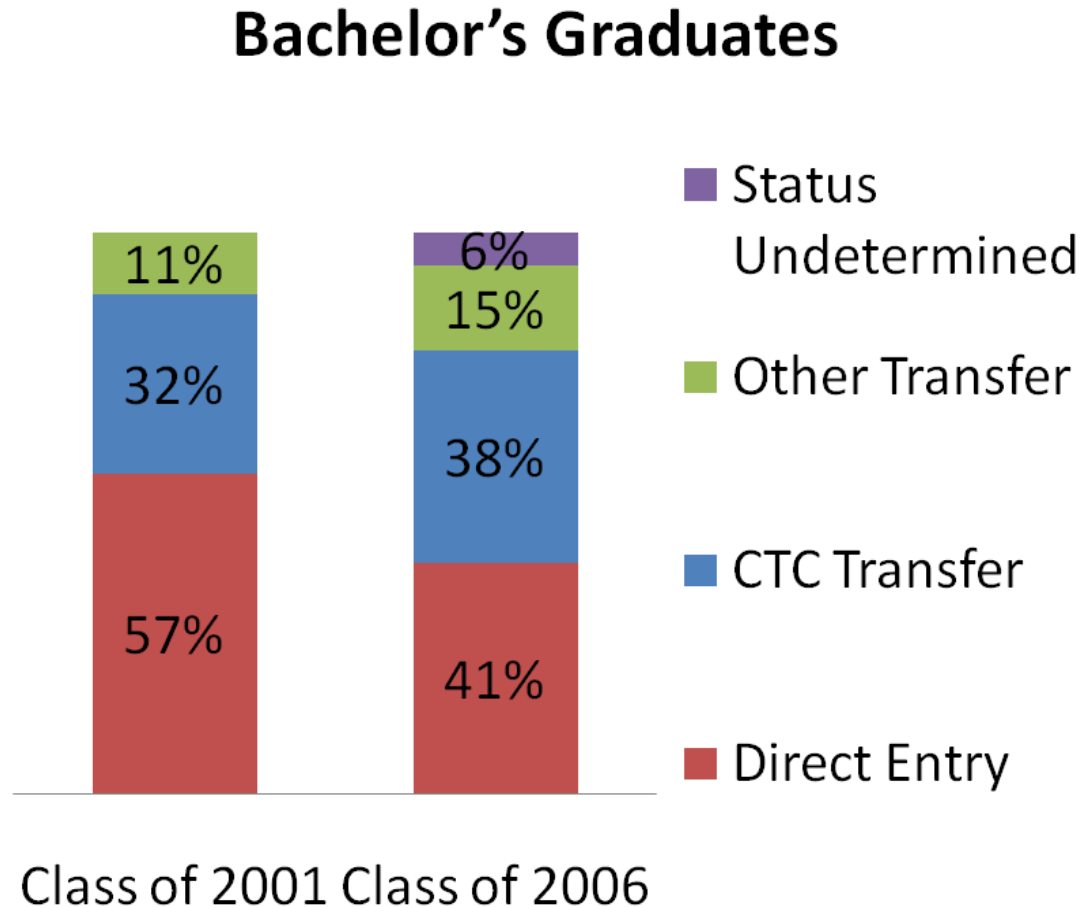
2009 Annual Enrollment Summary

- Serving **334,332 students** in state-supported courses, largest academic year and highest growth rate since the late 1970's, **8.2 percent – 11,103 FTEs**.
- Enrollments grew in **all mission areas**, above population growth for **high school graduates** and **working adults** and in face of worsening economy.
- Areas of largest growth include: **eLearning, Worker Retraining, workforce education, high demand, IBEST**.
- In response to the economy, **people are looking to the colleges to increase their skills**, and **colleges are responding** with flexibility and innovation to serve them.

CTC Role in Baccalaureate Attainment

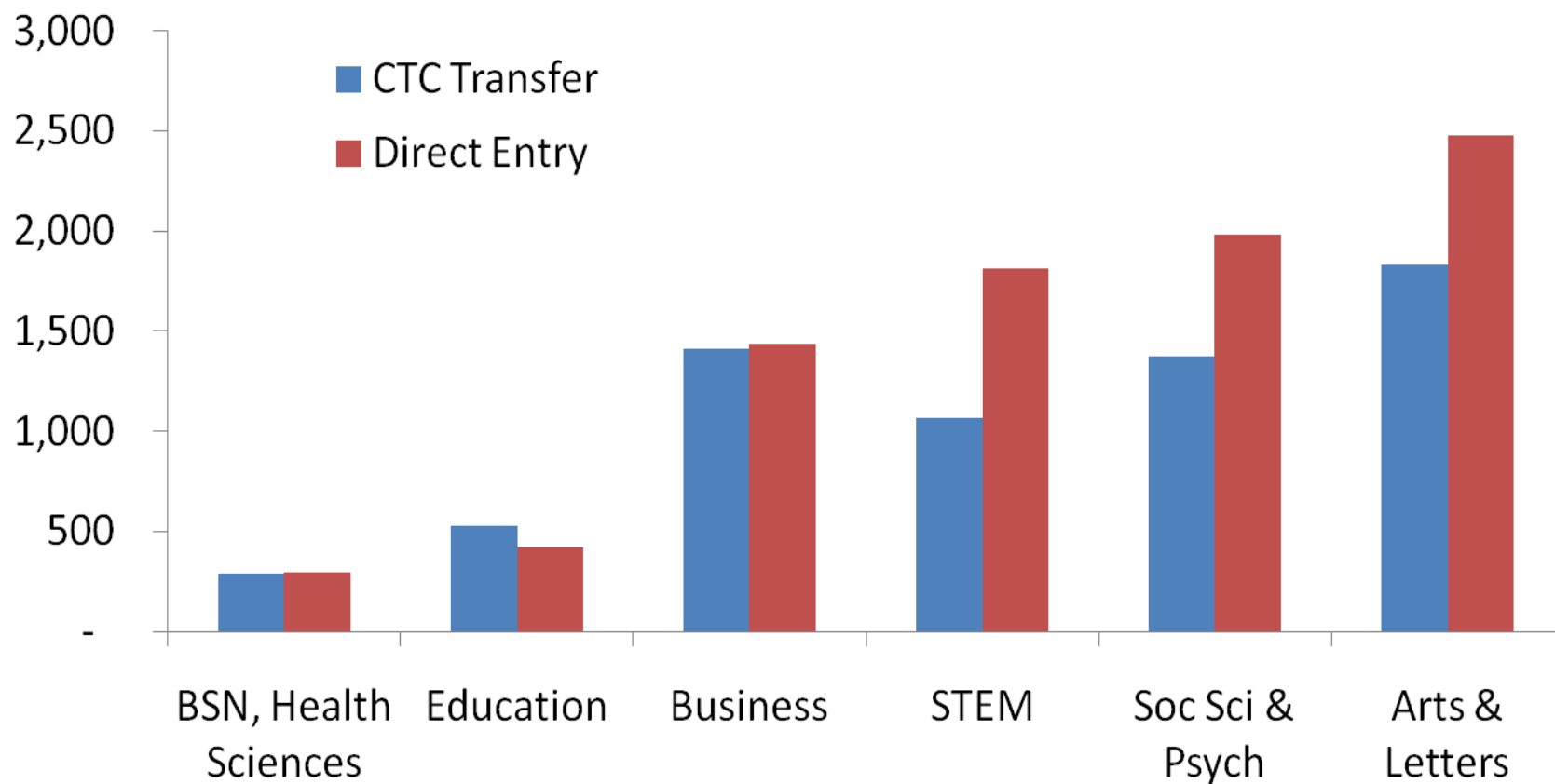
Most Graduates Transfer

- 19,270 graduates
- Most bachelor's graduates transfer*
- 2 out of 5 are CTC transfers
- Growth at Centers and Branches



* Minimum of 40 credits, those taking fewer credits are called direct entry

CTC Transfers Significant Share of all Top Majors



Applied Bachelor's Degrees

- **Policy issue:** CTC workforce education and basic skills are entry points for most lower income students. Need bachelor's pathways for technical degree graduates.
- **Goal:** technical degree pathways available in all regions of the state
- **Need for 2,800 applied bachelor's degrees** by 2020 to increase opportunities from 13% to 30% of technical degree graduates.
 - Universities
 - University Centers
 - Community and technical colleges



Community and Technical College Applied Bachelor's Degrees

- Applied baccalaureate degree defined in statute – bachelors degree that builds on technical associate degree
- SBCTC and HECB approval required for each degree; accreditation approval required for first bachelor's degree
- **SBCTC criteria** adopted as Board policy:
 - Not offered by public four year institution in area
 - Sufficient demand in college service area
 - Employer demand at bachelor's level
 - Upper division curriculum, qualified faculty

Community and Technical College Applied Bachelor's Degrees

- 7 pilot colleges, 8 degree programs authorized
- 57 CTC bachelor's graduates in 2009 from 4 pilots that started in Fall 2007
- Older, female, working adults
- CTC role is currently small - 85% of technical associate transfers attending universities, 15% attending community and technical colleges



Community and Technical College Mission Study

Findings

- Majority of growth will be population driven, more students of color, and older students who want workforce education, attend part-time, at locations close to home and work
- Increase participation by low income young adults, Hispanics, adults without college credits, Central and SW Washington
- Close skills gap for technical workers, maintain contribution to bachelor's degrees

Findings

- By 2020, all students will be taking courses supported by digital technologies, all students will be using student services online
- College facilities attract college attendance. Most students live 20 minutes from campus including online students, 10 minutes for low income students
- Reductions in state resources will persist

Findings

- Centralized administrative technology creates efficiencies
- Washington's community and technical colleges spend less on administration per student than universities, or national peers
- Multi college districts spend less on administration per student, offer consistent policies to students, and provide single voice in local community.

Draft Recommendations

- Grow capacity to keep up with population growth
- Create innovation fund for underserved regions and populations
- Continue to focus on high demand programs and IBEST through targeted enrollments
- Expand applied bachelor's degrees to all regions through university partnerships, Centers, and CTC BAS degrees
- Serve emerging needs for new locations with existing college districts

Draft Recommendations

- Accelerate adoption of digital technologies through system level purchases of eLearning tools and online student services
- Pursue open courses, open textbooks
- Standardize technology infrastructure to support transfer of innovation among colleges
- Centralize administrative functions through technology to create efficiencies and improve service
- Create incentives for collaboration among neighboring colleges

Draft Recommendations

- Focus on completion by increasing funding for Student Achievement
- Build statewide faculty and staff development focused on technology, student success and underserved populations
- Consider new innovative practices in program delivery and student success